Naples 2nd Grade

Grade \_2\_\_ Unit \_1\_\_ Theme *A Season for Chapters*

Aug. 24- Oct. 7

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| **Common CORE Standards:**   * + - **RI.2.2:** Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within the text.     - **RL.2.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.     - **SL.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.     - **RL.2.4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply rhythm and meaning in a story, poem, or song.     - **W.2.7:** Participate in shared research and writing projects.     - **SL.2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | |
| ***Student Objectives:***   * Independently read chapter books by Cynthia Rylant. * Distinguish between the roles of author and illustrator in chapter books. * Ask the questions “who, what, where, when, why, and how” after reading fictional books. * Study the beginning and ending of chapters and stories. * Use digital sources to research a seasonal activity. * Use a computer-generated graphic organizer to organize class research. * Create an informational class book from this shared research. * Study art pieces to see the artist’s techniques in creating a sense of cold or warmth. * Create a collection of adjectives and adverbs. * Expand sentences by adding adjectives and adverbs from the class discussion on art. * Write poetry based on Vivaldi’s *Four Seasons*. * Enjoy and analyze poetry related to the seasons, noting alliteration, rhyme, rhythm, and repetition. * Study the organization of informational text, specifically the purpose of paragraphs. | |
| **Terminology:**   * alliteration * author * beginning * chapter * conclusion * digital graphic organizer * digital sources * ending * illustrator * introduction * main idea * paragraph * poet * poetry * repetition * research * rhyme * rhythm * shared writing * spelling patterns | **Technology**   * Interactive Graphic Organizers:   + - my.hrw.com/nsmedia/intgos/html/igo.htm     - readwritethink.org/classroom-resources/student-interactives/ * Adverbs & Adjectives   + - Video: School House Rock |
| **Interactive Writing**   * Create lists of Adjectives & Adverbs * Create Class alliterations | **Independent Writing**   * Have students create classroom book about seasons * Season Writing Prompt * “Which season is most important to our community? Think of a place in the United States with seasons that are very different from ours. What is an interesting activity from that region or state that we could research?” (e.g., fishing, mountain climbing, ice hockey). Use digital resources and speakers who have visited to gather information. Important topics to cover include geographical information, the weather/climate/season, and a description of the activity or sport. |
| **Literary Text/Guided Reading**  **Stories**   * *Poppleton in Winter* (Cynthia Rylant) (E) * *Poppleton in Spring*(Cynthia Rylant) (EA) * *Poppleton in Fall*(Cynthia Rylant and Mark Teague) (EA) * *Henry and Mudge and the Snowman Plan*(Cynthia Rylant and Sucie Stevenson) (EA) * *Red Leaf, Yellow Leaf*(Lois Ehlert) * *Snowballs*(Lois Ehlert) * *Leaf Man*(Lois Ehlert) * *Snow*(Uri Shulevitz) * *Sunshine Makes the Seasons*(Franklyn M. Branley and Michael Rex) * *Why Do Leaves Change Color?*(Betsy Maestro and Loretta Krupinski) * *How Do You Know It’s Winter?*(Rookie Read-About Science) (Allan Fowler) * *Look How It Changes!* (Rookie Read-About Science) (June Young) * *How Do You Know It’s Fall?*(Rookie Read-About Science) (Allan Fowler) * *How Do You Know It’s Spring?* (Rookie Read-About Science) (Allan Fowler) * *Energy from the Sun* (Rookie Read-About Science) (Allan Fowler) * *How Do You Know It’s Summer?*(Rookie Read-About Science) (Allan Fowler) * Snow Day -D * Winter is Here –D * One Snowy Day-E * Here Comes the Snow-E * Springtime Addition –E * How do you know it’s Spring? –F * How do you know it’s Summer?-F * How do you know it’s Fall?-F * How do you know it’s Winter?-F * Fall Leaves-G * Sunny Days-g * It’s Spring-H * Weather for all Seasons (Poems)-J * Why Do Leaves Change Color? L * Johnny Appleseed goes a ’Planting (Tall-Tale + Tape)-L | **Read Aloud**  **Stories (Read Aloud)**   * + *Peepers*(Eve Bunting and James Ransome)   + *The Mitten* (Jan Brett)   + *The Days of Summer*(Eve Bunting and William Low)   + *Every Autumn Comes the Bear*(Jim Arnosky)   + *The Little Yellow Leaf*(Carin Berger)   + *The Leaf Man (Lois Ehlert)*   **Poems (Read Aloud)**   * + “Bed in Summer” (Robert Louis Stevenson)   + “A Vagabond Song” (Bliss Carman) in *The Seasons* (ed. John N. Serio)   + “The Snowflake” (Walter de la Mare) in *The Seasons* (ed. John N. Serio)   + “The Locust Tree in Flower” (William Carlos Williams) in*The Seasons* (ed. John N. Serio)  Informational Text (Read Aloud)  * *Snowflake Bentley*(Jacqueline Briggs Martin and Mary Azarian) * *Snowflakes in Photographs*(W.A. Bentley) * *What Do Authors Do?*(Eileen Christelow) * *What Do Illustrators Do?*(Eileen Christelow) * *Cynthia Rylant: A Writer’s Story*(Alice Cary and Susan Spellman) * *A River of Words: The Story of William Carlos Williams*(Jennifer Bryant and Melissa Sweet) |
| **Shared Reading**   * Examples of Alliterations * Various poetry shared among team (see folder) * **Poems** * “Autumn” (Emily Dickinson (E) * “Something Told the Wild Geese” (Rachel Field (E) * “Who Has Seen the Wind?” (Christina Rossetti) (E) * “Weather” (Eve Merriam) (E) * “Knoxville, Tennessee” (Nikki Giovanni) (E) * “Stopping by Woods on a Snowy Evening” (Robert Frost (E) * “Summer Song” (John Ciardi) in *The Seasons* (ed. John N. Serio) | **Literacy Centers/Independent Work**   * Daily 5 * Alliterations for centers (Blend Practice) |
| **Assessments/Rubrics**  **End of unit 2,4, & 6** | **Extension Activities** |
| **Phonics/Grammer**  Short vowels, long vowels, ph, sh, ch, -ake, -ine, -oke, -ute, -ail, -ain, -eed, -ea, -eat, -oat, -ow   * Contractions * Apostrophes * Alliterations * Adjectives * Adverbs * Analogies | **Content/Fine Arts**  Rules and Safety  Friendship  The Four Seasons/weather  Clouds |